



Booker Avenue Junior School

SEN Information Report

Jan 2024

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SEN Governor: Laura Wade

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Dedicated SEN time: Mondays, Tuesdays, Wednesdays

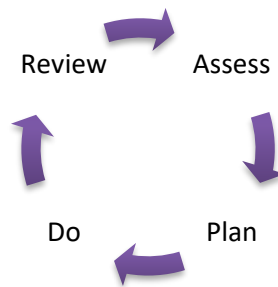
Our Approach as a School:

At Booker Avenue Juniors, we aim to foster an environment which is child-centred with the views and needs of the child and their families/carers at the heart. There is a strong focus on high aspirations and adapting provision to enable all children to experience success in their education and make successful transitions towards adulthood.

We adopt the graduated approach of 'assess, plan, do, review', to address needs early and to ensure that each child makes the best possible progress.

We enjoy collaborative and positive relationships with parents and encourage children and parents to be involved in discussions concerning planning and implementation of any interventions and additional support.

We are proactive in enabling children with SEND to access all aspects of school life. Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess:

A concern may be flagged by a parent or a teacher regarding a child's ability to access the curriculum successfully or to manage in the school environment.

Attainment data may highlight a difficulty with a particular area of learning or a dip in progress.

Within any class, there will be a range of needs and as a result there are expectations of each classroom environment to enable children to learn effectively. The following list is not

exhaustive, but highlights regular practices that enable children to access the school environment and their learning, before a special educational need might be considered.

Key vocabulary displayed

Adaptive teaching techniques (scaffolding, word banks, manipulatives, visuals)

Practice that supports low working memory and slow processing

Repetition of instructions

Breaking down of tasks into small chunks, allowing children to experience success often

Seating plans that cater to child's needs (behaviour, attention)

If, with these practices in place, a child is still struggling, the assess phase would move to more specific diagnostics, depending on the need or displayed behaviour. Examples are:

Salford Reading

Single Word Spelling

Basic Number Screening

Dyslexia Screener

Dyscalculia Screener

Wellcomm Speech and Language assessment

Plan:

Discussions take place between the class teacher and/or SENCO and the child's parents to make sure there is shared understanding of the child's needs. There is transparency around steps that can be taken through Quality First Teaching to support the needs of the child, further SEN Support and enlisting the support of outside agencies and making referrals where necessary.

The class teacher and SENCO will agree additional provision that can be put in place to support the child in the classroom. Parents are kept informed and progress is monitored.

For children accessing the curriculum more than a year behind their peers, PIVAT assessments are used to ensure systematic learning and targets that build on prior knowledge.

A child-centred support plan is put into place, outlining what the child self-identifies as strengths and challenges and strategies that are in place to support. Long term targets are identified here and SMART targets which are updated termly. These are checked to ensure that targets address needs and to ensure progress is built in.

Do:

As part of the ongoing cycle of assessing and planning, teachers will be adapting provision in the classroom daily, to meet the needs of children but this part of the cycle also includes more specific actions such as:

making referrals

engaging the services of outside agencies (such as Educational Psychology, SENISS, SALT)

putting specific need-based resources in place

identifying interventions (based on need) that will support the progress of the child

enlisting additional adult support if necessary

setting up adapted work spaces

*more significantly adapted learning resources – taking advice from outside agencies
greater consideration given to placement in classroom*

Review:

The review part of this cycle is ongoing, with teachers – and other staff working with children - reflecting daily (sometimes lesson by lesson) on the effectiveness of strategies and additional provision in place.

SEND Support Plans are updated termly by teachers. These ensure that effective classroom practice for that child is specified and moves with the child through school, updated regularly to ensure that if needs change, needs are met. SMART targets are generated and assessed termly to ensure progress of children with SEND and targets are checked by the SENCO to ensure that they address the primary needs of the child, as well as wider areas of school life that may be impacted upon.

Termly assessments (NFER) demonstrate progress and help to highlight dips in attainment that can be addressed quickly.

There are regular discussions between the SENCO, teachers and TAs who are delivering interventions to ensure that learning in interventions is applied back in the classroom. Children's work books also help to demonstrate progress and ability to apply knowledge within the classroom environment, and we also look for children developing greater independence with their learning and conduct around school as a measure of successful intervention.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction provision

*Phonological awareness
Lego therapy
Socially Speaking
Wellbeing Toolkit
Working Memory*

2. Cognition and learning provision

*Precision Teaching (high frequency words, times tables, number bonds)
Maths Basic skills intervention addressing specific gaps in a child's number fluency
Phonics
IDL reading and spelling
Comprehension skills
Daily 1:1 reading
Clicker 8 (writing software)
Boxes font*

Fine motor skills

3. Social, emotional and mental health provision

Wellbeing Toolkit

Emotional Literacy from ELSA support

4. Sensory and/or physical needs provision

Movement breaks targeting children's vestibular, proprioceptive and tactile needs

Movement breaks enabling children to recharge and reset for learning

Writing slopes

Sensory aids (ear defenders, pencil grips, chew bracelets, weighted lap objects, coloured overlays)

Adaptations to uniform where necessary (agreed with Headteacher)

As of (Jan 2024), we have 77 children or young people receiving SEN Support of which 9 have an EHCP.

We have internal processes for monitoring quality of provision and assessment of need. These include monitoring data termly, SEND Support Plans that show provision in place and progress over time, termly review of intervention efficacy, ongoing discussions with teachers regarding application of independent learning, books of children with SEND, evidence of greater independence from supporting adults.

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
SEND Support Plan	Teacher, Child, SENCO, Parent	3 x per year
SENCO call home	SENCO + Parent	2 x per year
Parents evenings	Teacher + Parent with follow-up with SENCO if required	2 x per year

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification (<i>i.e. Masters, NVQ, Degree, HLTA</i>)
AM		NASENCO
JN		Senior Mental Health Lead Qualification
LO, AB, LF, LM, KN		Makaton Levels 1 and 2

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and to be prepared for adulthood from the earliest possible age.

Number of TAs providing 1:1 support: 6

Number of TAs providing class based support, small group support and interventions: 6

School Transition Plans

New Starters:

Before children start in Year 3, the class teacher will set up meetings with previous settings to discuss the needs of individual pupils. If a child is entering the school with complex needs, relevant training and risk assessments will be carried out.

Transitioning Through Key Stages:

At Booker Avenue Junior School, we recognise that transition and change can be an extremely anxious time for some children and their parents/carers. To support children to make that transition as smooth as possible, current class teachers meet with future class teachers and discuss the individual needs of a child. If a child has complex needs, the SENDCo may be present for the meeting. Parents are also welcome to attend.

Transitioning to a New Setting:

When a child transitions to a new setting, all relevant information is passed over. If a child has complex needs, this could involve a meeting with the new setting, parents/carers or external agencies. As a school, we have strong links with feeder high schools. This allows us to set up meetings to discuss all children who we feel may need additional support when they start secondary education. The SENCO meets with the SENCOS of each secondary school which will be attended by year 6 children on the SEND register at a transition day organised by SIL.

Enhanced transition is organised for children who may benefit from more time to familiarise themselves with the new setting.

Complaints

Should you need to make a complaint about your child's provision, contact the SENDCo via the school office. If the complaint is about the SENDCo, you can contact the Headteacher or governing body.

Mr R Thompson, Head teacher r.thompson@bookeravenue-jun.liverpool.sch.uk

Mr T Hughes, Chair of Governing body bookerj-ao@bookeravenue-jun.liverpool.sch.uk

What has worked this year

- Further development of SEND Support Plans to include more detailed and easier to access progress data
- detail within SEND Support Plans demonstrating teachers' deep knowledge of children and willingness to adapt practice to meet needs
- Electronic sharing of SEND Support Plans with parents
- children with SEND successfully accessing a broad and balanced curriculum
- growth of Makaton use throughout school
- Phonics embedded in timetable for year 3 and 4 children who need it following baseline assessment

We intend to address the following in the upcoming year:

- evidence based interventions for maths
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Relevant school policies underpinning this SEN Information Report include:

SEND Policy

Equal Opportunities Policy

Accessibility Plan

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: